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ABSTRACT

This book critically reinterprets several key educational frameworks and recommends integrating the historical, cultural, political, and developmental considerations of the African American experience into a unified system of instruction, highlighting practices that already exist and linking them to contemporary ideas and innovations concerning effective practice in African American communities. It features a case study analysis of a school seeking to incorporate the unified theory and embrace African-centered practice. The book suggests that key educational frameworks, although ineffective with African American children, hold promise if reinterpreted. Ten chapters are: (1) "The Wrong Frames for the Right Problem"; (2) "Traditions of African American Education: A Historical Perspective"; (3) "Culture, Cognition, and the Community of Achievement"; (4) "Overview of the Pedagogical Theory"; (5) "From a Community of Caring to a Community of Achievement"; (6) "Teaching as Assisted Performance in the African American Tradition"; (7) "The Classroom Ecology of Culture and Language"; (8) "Discourse Practices in a Community of Achievement"; (9) "Teaching for Understanding, Learning for Liberation"; and (10) "Appraising My Own Practice: African-Centered Pedagogy in Preparing Teachers." Three appendixes present a book list for African-centered graduate module, video review assessment sheet, and evaluation sheet for curriculum blueprint. (Contains 163 references.) (SM)

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